

## Textbook Alignment to the Utah Core – 9<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes \_\_\_\_\_ No \_\_\_\_\_

Name of Company and Individual Conducting Alignment:  
Nancy Blackford

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 9<sup>th</sup> Grade Language Arts Core Curriculum

Title: Writer’s Choice: Grammar and Composition, Grade 9 © 2009 ISBN#: 0078887739  
Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: ____100____%				
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: _____%				
STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	Student Edition: 823-824, 826 Teacher Wraparound Edition: EE 825; T 824		
b.	Distinguish between the connotative and denotative meanings of words.	Student Edition: 145, 302, 920 Writing Activities 147, 303 Teacher Wraparound Edition: A 147, 303; T 145, 302		
c.	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	Student Edition: 820-822, 823-826 Teacher Wraparound Edition: B 823; CL 821; ELL 822; LD 824; MA 824		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries✓
d.	Distinguish between commonly confused words (i.e., accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).	<b>Student Edition:</b> 687-689, 834-835 <b>Teacher Wraparound Edition:</b> B 687, 834; C 835; EE 689, 835; ELL 688; MA 687; T 687, 688, 834; T-MSD 688		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).				
a.	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	<b>Student Edition:</b> 252-254, 426-427, 429-430, 843-846 <b>Teacher Wraparound Edition:</b> B 425, 843; C 846; EE 846; FV 427; JW 253; LD 844; MA 425, 843; RG 426, 427; RWC 254; T 253, 254; VR 427		
b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	<b>Student Edition:</b> 84-86, 234, 240-242 <i>Literature Model</i> 85, 240 <i>Model</i> 234 <i>Student Model</i> 86, 242 <b>Teacher Wraparound Edition:</b> CL 85; LS 86, 242; T 85, 86, 242; T-MSD 241		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
c.	Infer meaning from implicit information in text.	<b>Student Edition:</b> 104-106, 144-146, 188-190, 262, 302, 794 <i>Journal Writing</i> 105 <i>Literature Model</i> 25, 144, 260 <i>Model</i> 302 <i>Student Model</i> 104, 146 <b>Teacher Wraparound Edition:</b> CT 114, 213; RWC 135; T 106, 135, 145, 146, 263, 302, 794; T-MSD 105		
d.	Distinguish relevant from merely interesting information.	<b>Student Edition:</b> 94, 292, 294, 296-298, 330, 336, 839-842 <i>Writing Activities</i> 295 <b>Teacher Wraparound Edition:</b> A 295, 337; B 839; C 295; F 839; MA 296, 839; T 294, 297, 840; T-MSD 298		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries✓
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.				
a.	Describe how conflict, character, and plot work together.	<b>Student Edition:</b> 105-106, 180-182, 184-186 <i>Journal Writing</i> 185 <i>Literature Model</i> 186 <i>Review</i> 221 <i>Writing Activities</i> 183, 187 <i>Writing Process in Action</i> 208-211 <b>Teacher Wraparound Edition:</b> A 183, 187, 211; B 184, 208; MA 184, 208; T 181, 185, 186		
b.	Explain how character is developed through implication and inference.	<b>Student Edition:</b> 106, 152-154, 188-190, 302 <i>Literature Model</i> 153 <i>Student Model</i> 154 <i>Writing Activities</i> 191 <b>Teacher Wraparound Edition:</b> A 191; B 152, 188; C 191; LPR 154; MA 152, 188; T 153, 154, 190, 302		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Relate themes in literary works to real-life events.	<b>Student Edition:</b> 104-106 <i>Student Model</i> 104 <i>Writing Activities</i> 107 <b>Teacher Wraparound Edition:</b> A 107; B 104; C 107; MA 104; T 105		
d.	Analyze how setting contributes to characterization, plot, or theme.	<b>Student Edition:</b> 106, 180, 182, 202 <i>Literature Model</i> 180 <i>Writing Activities</i> 107, 183, 203 <b>Teacher Wraparound Edition:</b> A 183, 203; B 180; MA 180; T 106, 181		
e.	Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	<b>Student Edition:</b> 25 <i>Journal Writing</i> 25 <b>Teacher Wraparound Edition:</b> JWT 25; T-MSD 26		
f.	Identify the speaker in a poetic text.	<b>Student Edition:</b> 24-26		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: ____100____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: (Writing to Learn):Compare multiple ideas and perspectives to extend thinking through writing				
a.	Compare/contrast significant or essential ideas, facts, or events.	<b>Student Edition:</b> 248-250, 268-270 <i>Journal Writing</i> 249 <i>Literature Model</i> 248 <i>Model</i> 250 <i>Writing Activities</i> 251, 271 <b>Teacher Wraparound Edition:</b> A 251, 271; B 248; C 251, 271; JWT 249; MA 248; T 249, 250, 269; T-MSD 270		
b.	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	<b>Student Edition:</b> 248-250, 270, 310 <i>Journal Writing</i> 249 <i>Literature Model</i> 248 <i>Model</i> 250 <i>Student Model</i> 310 <i>Writing Activities</i> 251, 271 <b>Teacher Wraparound Edition:</b> A 251, 271; B 248; C 251, 271, 311; MA 248; T 249, 250		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
c.	Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	This objective can be met through classroom activities and assignments.		
<b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	State a thesis that clearly takes a position.	<b>Student Edition:</b> 18, 230, 241, 263 <i>Writing Activities</i> 19, 231, 243, 333 <b>Teacher Wraparound Edition:</b> A 19, 243, 333		
b.	Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	<b>Student Edition:</b> 16-18, 76-78, 80-82, 88-90, 142, 232-234, 259-260, 288-290, 377 <i>Journal Writing</i> 17, 77, 81, 89 <i>Writing Activities</i> 19, 79, 91, 143, 261, 291, 337 <b>Teacher Wraparound Edition:</b> A 19, 79, 83, 91, 143, 261, 291, 337; B 16, 76, 232; ELL 260; JWT 17, 77, 81, 89; MA 16, 76, 232; T 18, 77		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
c.	Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	<b>Student Edition:</b> <i>Writing Process in Action</i> 312-315 <b>Teacher Wraparound Edition:</b> A 315		
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> <li>Ideas: Anticipation of and answers to readers' questions.</li> <li>Organization: Inviting leads and satisfying conclusions.</li> <li>Voice: A variety of voices for different audiences and purposes.</li> <li>Word Choice: Carefully chosen vocabulary to achieve voice and purpose.</li> <li>Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences).</li> </ul>	<b>Student Edition:</b> 59, 110, 226, 344-347, 940-943, 947-949 <i>Revising Checklist</i> 314 <i>Revising Tip</i> 158, 242, 301, 314 <i>Write About Reading</i> 50, 280 <i>Writing Activities</i> 95, 347 <b>Teacher Wraparound Edition:</b> A 95; C 95; T 110, 314, 345, 346; USW 301		
b.	Edit for: <ul style="list-style-type: none"> <li>Correct grade level spelling.</li> <li>Correct use of commas in introductory phrases and clauses.</li> <li>Correct use of adverbs.</li> <li>Correct use of colons.</li> <li>Correct use of parentheses.</li> </ul> Correct capitalization of languages, races, nationalities, religions or sections of the country.	<b>Student Edition:</b> 39, 59, 96-98, 111, 163, 315, 341, 348-349 <i>Editing Checklist</i> 39 <i>Editing Proofreading Checklist</i> 163, 315 <i>Editing Proofreading Questions</i> 111 <i>Editing Tip</i> 310 <i>Writing Activities</i> 99, 349 <b>Teacher Wraparound Edition:</b> A 99; B 96; MA 96; T 98		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: ____100____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to examine multiple points of view.				
a.	Formulate questions to evoke multiple, valid responses from different points of view.	Student Edition: 326, 328 <i>A Writer's Process</i> 55, 177, 225 Teacher Wraparound Edition: DP 55, 177, 225; ELL 326; T 326, 328		
b.	Gather information from multiple sources that reflect varied points of view.	Student Edition: 72-74, 324, 326-328, 338, 808-810, 950-951 <i>Journal Writing</i> 73 <i>Writing Activities</i> 75, 329 Teacher Wraparound Edition: A 75; B 72, 808; C 75, 810; ELL 326; IC 809; JWT 73; MA 54, 72; T 55, 73, 74, 225, 326, 808		
c.	Analyze multiple points of view for credibility.	Student Edition: 326, 328, 808-810, 889, 950-951 Teacher Wraparound Edition: IC 809		

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d.	Use primary and secondary sources.	<b>Student Edition:</b> 72-74, 324, 324, 338, 889, 906, 950-951 <i>Writer's Process</i> 55, 177, 225 <i>Writing Activities</i> 329 <b>Teacher Wraparound Edition:</b> B 72, 338; ELL 326; MA 72; T 55, 73, 225, 326		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to analyze multiple points of view.				
a.	Select an appropriate format to analyze multiple points of view.	<b>Student Edition:</b> 72-74, 892 <i>A Writer's Process</i> 225, 285 <b>Teacher Wraparound Edition:</b> AWP 287; B 72; MA 72; T 285, 293		
b.	Compile and analyze information from multiple points of view.	<b>Student Edition:</b> 324, 326-329, 330-331, 950-951 <i>Writing Activities</i> 329 <b>Teacher Wraparound Edition:</b> ELL 326; T 326, 328		
c.	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	<b>Student Edition:</b> 76-78, 109-110, 326-329, 330-333, 334-337 <i>Summarizing Tip</i> 327 <i>Writing Activities</i> 329, 333, 337 <b>Teacher Wraparound Edition:</b> T 335; TN 327		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
d.	Use informal and formal citations where appropriate, to support inquiry.	<b>Student Edition:</b> 326-329, 338-342 <i>Writing Activities</i> 329, 343 <b>Teacher Wraparound Edition:</b> A 329; IS 327; MA 338; T 339; T-MSD 339; TN 327		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Conduct interviews to support inquiry.				
a.	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	<b>Student Edition:</b> 34, 73, 177, 892 <i>Journal Writing</i> 73 <i>Writing Activities</i> 35, 75 <b>Teacher Wraparound Edition:</b> A 75; B 72, 892; C 75, 892; JWT 73; MA 72; T 177		
b.	Ask probing questions to seek elaboration and clarification of ideas.	<b>Student Edition:</b> 34, 73, 892 <i>Journal Writing</i> 73 <i>Writing Activities</i> 75 <b>Teacher Wraparound Edition:</b> A 75; JWT 73; T 34, 73, 177		

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c.	Make supportive statements to communicate agreement with or acceptance of others' ideas.	<b>Student Edition:</b> 228-290 <i>Journal Writing</i> 289 <i>Writing Activities</i> 291 <b>Teacher Wraparound Edition:</b> MA 288		
d.	Present interview results.	<b>Student Edition:</b> <i>Journal Writing</i> 73 <i>Writing Activities</i> 35, 75		